

## Building the Heart of Successful Schools



**DECEMBER 3 & 4, 2015**

**Pre-Conference:  
Safe and Inclusive Schools for All Students**

**December 2, 2015**

Registration is located at:  
[http://ssp.wi.gov/ssp\\_buildingheart](http://ssp.wi.gov/ssp_buildingheart)

**Kalahari Resort  
and Convention  
Center**

**Wisconsin Dells, WI**

**Wisconsin Department of Public Instruction**

**Tony Evers, PhD, State Superintendent**

## Message from State Superintendent Tony Evers



Dear Colleague:

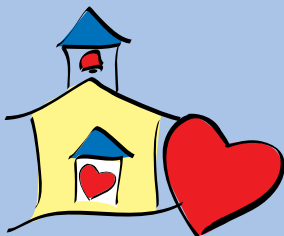
Wisconsin is advancing education reforms to ensure every child graduates ready for further education and the workplace. Students who attend school fearing for their safety or who suffer from the effects of a traumatic event, face significant challenges in achieving educational success. The work of the department as part of my Agenda 2017 includes identifying and implementing innovative strategies to assist schools in providing supports and skills for students to address challenges related to substance abuse, threats of violence, mental health issues, and other forms of trauma. The programs that we offer to address the social, emotional, and behavioral needs of students must continue to evolve in order to meet the growing diversity of our communities.

With that in mind, I am pleased to extend an invitation to you to attend this year's Building the Heart of Successful Schools Conference, on December 3-4, 2015, at the Kalahari Resort and Convention Center in Wisconsin Dells. The conference will provide opportunities to explore best practices in inclusive, school-based approaches that will help us achieve our goal of every child a graduate, college and career ready.

Keynote presentations will focus on disproportionality and closing the achievement gap. I encourage you to learn how the information and models presented during this conference can be adopted or adapted to meet the needs of the students you work with every day. In addition, I invite you to consider attending a special pre-conference on December 2, 2015 on Safe and Inclusive Schools for All Students.

We look forward to your attendance at the 2015 Building the Heart of Successful Schools Conference.

Tony Evers, PhD  
State Superintendent



Building the Heart of Successful Schools



## Wednesday, December 2, 2015

8:30 – 4:00      Preconference: Safe and Inclusive Schools for All Students

## Day 1 - Thursday, December 3, 2015

8:00 – 9:00      Registration (Continental Breakfast Buffet)

9:00 – 9:15      Welcome – Opening Remarks, Carolyn Stanford Taylor,  
Assistant State Superintendent, Division for Learning Support

9:15 – 10:30      Opening Keynote Presentation – Joyce James  
President and CEO of Joyce James Consulting  
*A Racial Equity Lens: Closing the Racial Divide in Education*

10:30 – 10:45      Transition Time

10:45 – Noon      Sectionals Round I

Noon – 1:00      Lunch

1:00 – 2:15      Sectionals Round II

2:15 – 2:30      Transition Time (light refreshments)

2:30 – 3:45      Sectionals Round III

## Day 2 - Friday, December 4, 2015

7:30 – 8:30      Breakfast Buffet

8:30 – 9:45      Sectionals Round IV

9:45 – 10:00      Transition Time

10:00 – 11:15      Closing Keynote Presentation – Dr. Adolph Brown  
*Zap the Gap! Closing the TRUST (Achievement Gap)*

11:15 – 11:30      Wrap Up/Closing Announcements/Adjournment

# Pre-Conference: Improving and Maintaining School Environments that are Safe and Inclusive for All

**Wednesday, December 2**  
**8:30am-4:00pm**

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## **Pre-Conference Agenda:**

8:30 - 9:00 am	Registration
9:00 - Noon	Workshop
Noon - 1:00 pm	Lunch
1:00 - 4:00 pm	Workshop
4:00 pm	Adjourn

## **Creating, Improving and Maintaining School Environments that are Safe and Inclusive for All**

*Lead by Elizabeth Schroeder, EdD, MSW of Elizabeth Schroeder Consulting*

While schools have made progress on creating safe spaces for lesbian, gay, bisexual, transgender and/or queer (LGBTQ) students, much of this progress has only been made on the surface. For example, some schools may spend one day addressing LGBTQ issues, but the remainder of the school year all topics are seen through a heterosexual and cisgender lens. Other schools refer to themselves as being “LGBTQ”-inclusive, when they do not actually address bisexual, transgender or queer issues. Still other schools are strong at addressing the needs of LGBTQ students – but not at making heterosexual and cisgender students’ LGBTQ family members feel welcome. This in-depth pre-conference workshop will help participants understand the shared – and unique – needs of LGBTQ young people and parents/caregivers, while building skills for creating inclusive classroom, counseling, and hallway environments for students of all genders and sexual orientations.



**Elizabeth Schroeder, EdD, MSW**  
**Executive Director of Community Matters**

Elizabeth Schroeder, EdD, MSW, is an award-winning educator, trainer, and author in the areas of sexuality education pedagogy, LGBTQ issues, working with adolescent boys, and the use of technology and social media to reach and teach young people. She has provided consultation to and direct education and training for schools, parent groups, and youth-serving organizations in countries around the world for more than 20 years.

She is the former executive director of Answer, a national sexuality education organization dedicated to providing and promoting unfettered access to comprehensive sexuality education to young people and the adults who teach them. She has also served as the associate vice president of education and training at Planned Parenthood of New York City, and, before that, manager of education and special projects at Planned Parenthood Federation of America.

Dr. Schroeder was a co-founding editor of the American Journal of Sexuality Education, and has authored or edited numerous publications, including the four-part book series, *Sexuality Education: Past, Present and Future* with Dr. Judy Kuriansky and *Sexuality Education: Theory and Practice* with Dr. Clint Bruess. She is a frequently sought-out spokesperson and guest blogger in the news media on issues relating to sexual health education and youth development.

Dr. Schroeder provides national conference keynotes on sexuality and adolescent development, and has received numerous honors throughout her career, including the Healthy Teen Network Carol Mendez Cassell Award for excellence in leadership in sexuality education, the American Association of Sexuality Educators, Counselors and Therapists' Schiller Prize for her approaches to teaching internet safety to youth, Widener University's William R. Stayton Award in recognition of outstanding contributions to the field of human sexuality, and the Planned Parenthood Mary Lee Tatum Award.

She holds a Doctorate of Education in Human Sexuality Education from Widener University and a Master of Social Work from NYU, and teaches undergraduate courses at Montclair State University and graduate courses at Widener.



**Joyce James**  
**President and CEO of Joyce James Consulting**

**A Racial Equity Lens: Closing the Racial Divide in Education**

Expanding on the Wisconsin Vision of Promoting Excellence for all Children, Joyce James will share her personal journey toward understanding the importance of developing a racial equity lens in well-meaning and well-intentioned systems and leaders. Educators must shape and deepen their understanding regarding the underlying causes of racial inequities that exist for children, youth, and families of color, across multiple systems, and specifically in education.

Joyce James' goal in every aspect of her work with educators and other systems leaders is to raise their consciousness about racial equities, such that the response is no longer about "fixing broken people" but rather about "turning the mirror inward" and moving towards a critical analysis of ways in which systems contribute, maintain, perpetuate, and sustain the racial divide in education and in all helping systems.

She will highlight principles that must underpin the work of educators at every level, including the willingness to let go of commonly held beliefs, attitudes, and assumptions that contribute to unconscious biases. These biases serve to maintain less than desirable outcomes for African American and other students of color.

She will discuss why part of the struggle for well-meaning and well-intentioned educators requires a willingness to engage in new, bold, and courageous conversations towards an understanding of deeply rooted issues of institutional and structural racism at a systemic rather than an individual level, the importance of "turning the mirror inward," and of a "groundwater analysis" of outcomes.

Ms. James is currently President and CEO of Joyce James Consulting, LLC (JJC) where she is the lead racial equity consultant. Joyce James Consulting provides technical assistance, support, training, and leadership development, using a "ground water" analysis to introduce and help systems and communities implement a model developed by Ms. James, which has proven effective in moving systems towards a racial equity lens, reducing disproportionality and disparities for vulnerable populations, and improving overall outcomes for all.

She began her professional career as a Child Protective Services (CPS) caseworker and has established an impressive 35-year history in addressing racial inequities in systems. Ms. James served as the Assistant Commissioner of Texas CPS from 2004-2009, providing leadership and direction for the state-administered system's 254 counties and approximately 9,000 staff. Ms. James' leadership and testimony during the 79th legislative session was instrumental in the creation and implementation of Senate Bill 6, resulting in unprecedented and historic legislation, requiring CPS to address racial disproportionality and disparities in Texas.

**Joyce James**

**A Racial Equity Lens: Closing the Racial Divide in Education  
(cont'd)**

Ms. James is credited with being a catalyst for significant and nationally recognized improvements in the Texas CPS Program, including a reduction in disproportionality for African American and Native American children and overall improved outcomes for all children, youth, and families. Ms. James was the Associate Deputy Executive Commissioner for the Center for Elimination of Disproportionality and Disparities (the Center) and the Texas State Office of Minority Health at the Texas Health and Human Services Commission (HHSC) from September 2010 to September 2013. The Center was created by HHSC Executive Commissioner Tom Suehs out of recognition of Ms. James' strong and effective leadership and a desire to expand the Texas Model for Addressing Disproportionality and Disparities (Texas Model) to all HHS agencies and programs.

Ms. James has co-authored and published multiple articles. She is one of the editors of a newly released book by Columbia Press titled "Addressing Disproportionality and Disparities in Human Services." Ms. James has received numerous awards for her leadership, advocacy, and willingness to speak out on issues impacting our most vulnerable populations.



### **A Community Response to Opiate Addictions Panel**

#### **ALOESWOOD ROOM**

Kelly Rowe, Green Bay Area Public Schools  
Edward Dorff, Green Bay Area Public Schools  
Scott Bakkum, Oconomowoc Schools  
Katie Westerman, Oconomowoc Schools  
Sandi Lybert, Your Choice  
Kelly Dinsmore, Rosecrance  
*Middle (6-8), High (9-12)*

This session will be a panel presentation.

Green Bay Area Public Schools staff will present on the Brown County four pillared approach to the problem of opiate addictions: Prevention, Treatment, Law Enforcement, and Harm Reduction. Panelists will present examples of Brown County initiatives that can be implemented in other communities.

Staff from Oconomowoc will discuss how they used evidence-based practices to develop a model that works. By combining community partnerships, state grant funding, treatment program accessibility, and school/parent involvement, Oconomowoc has developed an approach to the problem of opiate addictions that is successful. Learn how Oconomowoc mobilized community, schools, parents, and local law enforcement to attack this pervasive and far-reaching issue.

### **Collaborative Planning and Implementation of School-Based Mental Health Services within an Urban School's Multi-Tiered System of Support**

#### **TAMBOTI ROOM**

Jeannette Deloya, Madison Metropolitan School District  
Sara Parrell, Madison Metropolitan School District  
Meg Nelson, Madison Metropolitan School District  
*Elementary (PreK-5), Middle (6-8)*

This session will describe the implementation and refinement of three programs in the area of direct services and access, which reflect a commitment to school-community partnerships and integration of services. The three projects presented: Integrating Mental Health Professionals in Schools pilot; Building Bridges, a collaboration between three districts for crisis response and stabilization; and the child psychiatry consultation model used in the district's alternative program for students with significant emotional behavioral concerns. Program development, implementation, evaluation, and the projection for ongoing implementation of the full plans will be shared.



**Student-Centered Decision Making: Bullying Prevention NOW!****MARULA ROOM**

John Greenwood, Wisconsin Institute for Public Policy and Service

Dan Nowak, Athens School District

*Elementary (PreK-5), Middle (6-8)*

Does this sound familiar? A small, influential group of students has learned to solve conflict by getting physical first and (maybe) talking about it later. Other classmates follow their lead, using physical confrontation and force to solve conflicts rather than reasonably talking through the situation. This bullying problem can be addressed directly and in the classroom through deliberative decision making. Deliberative decision making allows students to weigh together three or more approaches to solving the problem, find courses of action consistent with what is valuable to the whole class and, by discovering shared values, come to common ground about what decisions to make and what actions will create positive change. In small cooperative groups and as a whole class students brainstorm ways to handle verbal and physical bullying, weigh the benefits and drawbacks of each approach, decide what they would have to give up to adopt each approach and, ultimately, develop and implement an action plan that the entire class can agree upon. Deliberative decision making utilizes the peer pressure inherent within the classroom; once a course of action has been chosen, the teacher and their students can hold each other accountable for maintaining the plan.

**MAC Scholars: Peer Mentoring for Latinos and African Americans****ARALIA ROOM**

Rick Rosen, Madison West High School

Sean Gray, Madison West High School

*Middle (6-8), High (9-12)*

Peer mentorship can empower students to positively impact school culture and improve student classroom engagement. This session will describe the development of the MAC Scholars Program, a team mentorship approach to creating a positive peer culture and increasing classroom engagement. The program at Madison West High School focuses on Latino and African American boys, who are disproportionately represented in academic failure data. Successful Latino and African American boys are typically in their classes doing the right thing, but not noticeable to freshmen who may be susceptible to the influence of more visible peers. To amplify the influence of successful Latino and African American students, West High School staff brought together the MAC Scholars, a student leadership team, who meet bi-weekly with freshmen, the Potential Scholars, to encourage classroom engagement, discuss goals, and address obstacles. This program was modeled after the Shaker Heights High School, Ohio Program that started 25 years ago.

### **Teaching Sexual Health Education Accurately, Comfortably and Effectively**

#### **GUAVA ROOM**

Elizabeth Schroeder, EdD, MSW, Elizabeth Schroeder Consulting  
*Middle (6-8), High (9-12)*

At what age is it appropriate to address various sexuality-related topics? Does the school start too early, or not early enough? What happens if the teachers responsible for this topic are not comfortable teaching it? Or what if a teacher who is not responsible for these topics is approached by students with sexuality-related questions? Using the National Sexuality Education Standards: Grades K-12 as a guide, this skills-building workshop will increase participants' comfort and skills when it comes to teaching sexuality education or engaging in one-on-one dialogue with students on a wide range of sexuality issues.

### **The Resilience/Health Realization Model: Bringing out the Best in Children and Families**

#### **MANGROVE ROOM**

Debra Bell, Boyceville School District  
Paula Smith, Bonnie Scheel, School District of the Menomonie Area  
*Middle (6-8), High (9-12)*

This presentation will focus on a functional understanding of the principles of the Resilience/Health Realization model. There will be a discussion of the ongoing informal infusion of the principles into K-12 classrooms and how this complements formal lesson plans developed by district staff. Personal stories of growth and road-tested curriculum will be shared. As well as a discussion of the Resilience/Health Realization model as Tier 1 and Tier 2 foundations of Positive Behavioral Interventions and Supports (PBIS). And a review of longitudinal survey results for chemical use, related risk behaviors, mental health issues and protective factors from students in grades 7-12 in the Menomonie School District.

### **AODA-Positive School Climate**

#### **ALOESWOOD ROOM**

Nicole Herbst, Sturgeon Bay High School

Chelsea Roberts, Gibraltar High School

*High (9-12)*

Project 180 is an alcohol and other drug abuse prevention group that has grown to a county-wide incentive program with student leaders. Student leader representatives meet quarterly during the school year to share ideas, develop leadership skills, and attend motivational and instructional presentations to equip them with valuable information to bring back and share with their own school Project 180 clubs. This session will break down how Door County developed this exciting new mission and how staff continue to work with students who are passionate about making a difference in their school community. This will include sample activities, brochures, websites, slideshow, resources, and a question and answer session. See how other district, counties, and organizations can develop their own Project 180 mission, leadership group, and activities to get ALL students involved. *Be ready to be turn around lives 180!*

### **Creating Trauma-Informed Classrooms**

#### **TAMBOTI ROOM**

Dani Scott, Baraboo School District

Christina Olson, Baraboo School District

*Elementary (PreK-5), Middle (6-8)*

Attendees will walk away from this presentation understanding the types of trauma children may experience, how it affects brain development, and some simple strategies to implement within schools to create trauma-informed classrooms. Schools are responding to an enormous body of research about how children's brains adapt to complex trauma, defined as multiple traumas including: physical or sexual abuse, abandonment, and domestic and neighborhood violence. Research shows that in the brains of traumatized youth, neural pathways associated with fear and survival responses are strongly developed, leaving some children in a state of hyperarousal, which can cause them to overreact to incidents other children may find nonthreatening. Consumed by fear, they may find it difficult to achieve the state of calm that would allow them to process verbal instructions and learn. The movement to create trauma-sensitive schools is part of a broader effort to bring an understanding of trauma to all systems that deal with youth, including juvenile justice, foster care, mental health, and education.

### **Gender Inclusive Schools**

#### **MARULA ROOM**

**Brian Juchems, GSAFE**

*Elementary (PreK-5), Middle (6-8), High (9-12)*

Gender inclusive schools support all students, including transgender and gender-expansive students. This foundational workshop is a perfect starting point for individuals who have had no or minimal training on the needs of transgender and gender-expansive youth. This workshop will help participants gain an understanding of key terminology and concepts related to gender, provide perspectives from children, youth, and families about their own gender, introduce a framework for gender inclusive schools and offer across-the-board practices that will support all students. There will also be a brief discussion about implementation.

### **Racial Equity Education: A Groundwater Analysis (Part 1 of 2)**

#### **ARALIA ROOM**

**Joyce James**

**Windy Hill**

*Elementary (PreK-5), Middle (6-8), High (9-12)*

This presentation will introduce the groundwater model for understanding racial inequities, examination of systems and institutions and their relationship to one another in producing poor outcomes for the same vulnerable populations. A deeper examination of the impact of institutions on poor communities and communities of color will focus on the importance of an institutional analysis that seeks to identify systemic factors rather than individual factors of racism.

Joyce James will guide participants through an examination of data by race/ethnicity for multiple systems, broadening participant knowledge and understanding of the history of institutions, and understand the deeper more systemic factors that contribute to poor outcomes for vulnerable populations. Participants will analyze current thinking on why people are poor, as defined by the People's Institute for Survival and Beyond, and consider how this contributes to racial inequality and social injustice that can often be tracked to the community level.

The overall objective of this two-part presentation is to provide space for leaders to begin and/or continue a bold and courageous conversation on how systemic racism continues to be a barrier to the outcomes that well-intentioned and well-meaning leaders desire, for all populations they serve.

**Both Parts 1 and 2 of this session must be attended.**

### **Citizen CPR (Hands-Only) Leader Training**

#### **GUAVA ROOM**

Karen Wegge, D.C. Everest School District

*High (9-12)*

The purpose of this course is to prepare individuals who are not CPR instructors to lead the American Red Cross Citizen CPR. This is an opportunity for participants to find out more about hands-only CPR, practice hands-only CPR, and take back information to teach hands-only CPR in their school or community.

### **Mindfulness Practices: MINDUP and Learn 2 Breathe**

#### **MANGROVE ROOM**

Carol Nickles, Mount Horeb Area School District

Heidi Mancusi, Mount Horeb Area School District

*Middle (6-8), High (9-12)*

There is a growing mindfulness movement in society and in schools. Research has shown that mindfulness offers many physical, mental, and social-emotional benefits to one's well-being. Mindfulness is gaining attention as a practice that can improve learning, teaching, and can add to the social-emotional learning repertoire in all three tiers of PBIS. Participants will learn about the experience of Mount Horeb Area School District teachers as they explored and implemented two mindfulness curricula: Learn to Breathe by Patricia Broderick and MindUp by Scholastic. Participants will also have the opportunity to experience some mindfulness activities and learn how to initiate 'a mindfulness movement' in their own schools.

### **E-Cigarettes & Other Tobacco Products**

#### **ALOESWOOD ROOM**

Judi Zabel, La Crosse County Health Department

*Middle (6-8), High (9-12)*

As cigarette smoking rates have dropped, the tobacco industry has created new products to keep users hooked and find new customers. Come and learn why educators should be concerned about e-cigarettes and other tobacco products, why they appeal to youth, and what can be done about it. Resources will be provided for participants to take back to their schools and communities.

### **Understanding Distress in Ourselves and in Our Students**

#### **TAMBOTI ROOM**

Theresa Stolpa, Racine Unified School District

Kristin Latus, Racine Unified School District

*Elementary (PreK-5)*

The cycle of distress impacts how adults and children interact in both academic and social settings. Understanding the cycle of distress in ourselves and in our students will help staff to recognize signs of distress and utilize strategies provided in this session to assist in creating a healthy and safe learning environment for all. This session will explore how the brain is affected by stress and how teachers and administrators can better recognize the signs of distress and appropriately respond.

### **PREPaRE: A Crisis Response Process for Schools**

#### **MARULA ROOM**

Lynn Verage, Wisconsin Safe and Health Schools Center

Carol Zabel, Wisconsin Safe and Healthy Schools Center

*Elementary (PreK-5), Middle (6-8), High (9-12)*

Schools play a critical role in meeting the needs of students, staff, families, and often the local community during times of crisis. PREPaRE is the only comprehensive curriculum developed by school-based professionals with first-hand experience and formal training. The curriculum builds on existing personnel, resources, and programs; provides for sustainability; and can be adapted to individual school needs and size. The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP). Come learn what PREPaRE can do for your school.

### **Racial Equity Education: A Groundwater Analysis (Part 2 of 2)**

#### **ARALIA ROOM**

Joyce James

Windy Hill

*Elementary (PreK-5), Middle (6-8), High (9-12)*

This presentation will introduce the groundwater model for understanding racial inequities, examination of systems and institutions and their relationship to one another in producing poor outcomes for the same vulnerable populations. A deeper examination of the impact of institutions on poor communities and communities of color will focus on the importance of an institutional analysis that seeks to identify systemic factors rather than individual factors of racism.

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The overall objective of this two-part presentation is to provide space for leaders to begin and/or continue a bold and courageous conversation on how systemic racism continues to be a barrier to the outcomes that well-intentioned and well-meaning leaders desire, for all populations they serve.

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### **Developing Skills-Based Health Instruction**

#### **GUAVA ROOM**

Tracy Caravella, University of Wisconsin-La Crosse

*Middle (6-8), High (9-12)*

How can school staff cultivate health-literate students? Looking for fresh ways to teach health besides rehashing the same old content? During this session, participants will learn how to develop health instruction that is skill-based. Designing lessons focused on analyzing influences, accessing information, communication skills, or decision making can help middle and high school students maintain or adopt healthy behaviors.



**Motivated and Engaged Learners: It All Begins with a Growth Mindset**

**MANGROVE ROOM**

Amy Miller, Oregon School District

Carol Wilson, Oregon School District

*Elementary (PreK-5), Middle (6-8), High (9-12)*

One of the biggest challenges educators and parents face today is student motivation. A fixed mindset approach to learning contributes to this challenge, but mindset can change! Promotion of a growth mindset is an important first step in helping students take charge of their own learning and become persistent and resilient learners. Attendees will leave the session with an overview of fixed versus growth mindset approaches to learning and a variety of strategies to support a growth mindset with students every day.

### **School SBIRT: Screening, Brief Intervention, and Referral to Treatment**

#### **ALOESWOOD ROOM**

Tracy Herlitzke, Wisconsin Safe and Health Schools Center

Jackie Schoening, Wisconsin Safe and Healthy Schools Center

*Middle (6-8), High (9-12)*

School SBIRT (Screening, Brief Intervention and Referral to Treatment) is a well-established, evidence-based service for addressing adolescent alcohol/drug involvement in middle and high school settings, and is a promising practice for addressing a range of other behavioral concerns. Integrated into pupil services and delivered by the school social worker, counselor, psychologist, or nurse, SBIRT provides a PBIS Tier 2/3 intervention and embodies Response to Intervention. This session provides a brief overview of the theory, research, and practice of SBIRT and highlights lessons learned from implementation.

### **Historical Trauma and its Impact on African American and Native American Students**

#### **TAMBOTI ROOM**

Dr. Terry Ehiorobo, Wisconsin Department of Public Instruction

*Elementary (PreK-5), Middle (6-8), High (9-12)*

The session explores what educators and schools can do now to help students who have been impacted and affected by historical trauma.

The impact of historical trauma has rarely been discussed in schools, but for many of our students the impact of historical trauma on their lives and performance in school is clear and present. Educators cannot ignore the reality of past events and their impact on our students. Participants will learn about historical trauma, how to view students suffering from the impact of historical trauma through a supportive lens, the impact of trauma on the neurological systems, and strategies to use with students who may be affected by historical trauma.

**Combating Student-to-Student Sexual Harassment in Schools****MARULA ROOM****Betsy Korbinyr, Madison Metropolitan School District*****Middle (6-8), High (9-12)***

Some say “it’s just a part of life that everyone goes through”...but sexual harassment is against the law. Believing that is like believing everyone gets robbed now and then. Eighty to ninety percent of children will experience some form of sexual harassment during their school lives!\*

It interferes with their emotional, physical, and academic well-being. Staff who understand what constitutes sexual harassment and the legal obligations of educators are in the best position to ameliorate sexual harassment. Through the use of interactive games, group discussions, scenarios, videos, and tons of handouts, this workshop will provide participants with the tools to inform practice and address school climate.

Participants will gain an understanding of state and federal laws that address sexual harassment, such as Title IX and FERPA. They will learn the definition, the idea of intent, and how to recognize what is and is not sexual harassment. They will learn strategies for how to intervene with the target and with the harasser, as well as considerations of special populations regarding sexual harassment. Participants will leave this session ready to work for positive change and with information to bring back to their schools.

**You Make the Difference!****ARALIA ROOM****Dr. Adolph Brown, III, Founder, President and CEO****The Leadership and Learning Institute*****Elementary (PreK-5), Middle (6-8), High (9-12)***

Join Dr. Brown on an engaging journey of Teaching and Learning Excellence as he celebrates the unique opportunity adults have to make a meaningful, lasting difference in the lives of students – students who deserve the highest quality education in every classroom. Dr. Brown will affirm teachers, leaders, and community stakeholders who will challenge, motivate, encourage, and support students to achieve academic and life success.

Audience members will affirm or become fiercely committed to excellence via opening minds, stirring imaginations, and nurturing. As a direct result of Dr. Brown’s keynote address, participants will be poised and energized to positively impact the future.

\* Source: <http://www.aauw.org/files/2013/02/Crossing-the-Line-Sexual-Harassment-at-School.pdf>

### **Whatever Happened to Comprehensive School Health Education?**

#### **GUAVA ROOM**

Patricia Stewart, The Children's Health Market

*Elementary (PreK-5), Middle (6-8)*

Too often educators consider health as solely nutrition and physical education. Students need comprehensive health! What's the difference? Why does it matter? Come hear more! This session will explore the need for and scope of comprehensive health education, which includes applying critical thinking skills to health issues such as social-emotional health. Participants will explore The Great Body Shop, a researched-based comprehensive curriculum, as a tool to understand what a comprehensive health program might look like.

### **Social and Emotional Learning through Comprehensive Health Education: One District's Experience**

#### **MANGROVE ROOM**

Sharon Vaissiere, Anchorage School District

*Elementary (PreK-5), Middle (6-8)*

Research shows that social and emotional learning (SEL) competencies impact academic performance and citizenship. Yet, where does a teacher find time? What are the standards and resources? This interactive session details how to meet two goals with a single effort: health and SEL content and skills. Participants will engage in activities examining the alignment between comprehensive health education and SEL. Handouts will allow individuals to further examine the benefits of this approach for their own districts/schools.

Friday, December 4  
10:00-11:15 am



## **Dr. Adolph Brown, III, Founder, President and CEO**

### **The Leadership and Learning Institute**

#### **Zap the Gap! Closing the TRUST (Achievement) Gap.**

This presentation will provide the audience with an understanding of social and economic factors that place youth at risk. Learn proven strategies for effectively supporting, teaching, and learning. Inspire and motivate today's youth to succeed by getting the attention of every student learner. Dr. Brown tells of uncanny adventures he has had in and outside of the classroom and of his own life experiences. Within these humorous and heartfelt stories, Dr. Brown delivers a message that pertains to all. It is a message of hope,

dedication, and the will to never leave a child behind.

Attendees will gain skills for removing barriers from student learning, ranging from issues of poverty, marginalized groups, to students with disabilities, and much more! Catching them early is the proposed best method to handle these issues, coupled with parental involvement, teaching excellence, strategic partnerships and incentives. Conclude with the ultimate message of "never give up on any student!"

Dr. Adolph Brown, III is the founder, president, and CEO of The Leadership & Learning Institute. As a former public school educator and credentialed administrator, full tenured university professor, university dean, and businessman, Dr. Brown has studied and worked alongside highly successful leaders and educators. He has taken his over 25 years of experience and has identified core competencies that are expressed in everything successful business leaders and educators do.

Thanks to his hard work, faith, attitude, and a caring village like you, Dr. Brown has overcome an upbringing of extreme poverty, violence, welfare, fatherlessness, and a single-mother led household to become one of the world's most popular speakers. With his unique ability to inform as well as entertain, he is famous for his practical toolkit and loved for his inspirational messages. Dr. Brown blends humorous stories with "REAL TALK" and research to challenge his audiences to live and work more positively. As a recognized Master Teacher, business leader, educational/clinical psychologist, anthropologist, and motivational speaker, his outrageous and energetic outlook will captivate the minute he walks onto stage. His mantra upon entering each new venue is "Learn More & Laugh Louder!™"

Dr. Brown has earned degrees from the College of William and Mary in psychology and anthropology, a master's degree graduate study in classroom management and differentiated learning, and received his doctorate for his work in education/community/clinical psychology with an emphasis in group dynamics. Dr. Brown has traveled and studied abroad, sits on a myriad of local boards and advisory groups, and has written extensively on the subjects of child, family, and corporate communication. He is the author of three books and has served on the National Commission on Diversity and Economic Development as the facilitator of multiple round table discussions.

Although Dr. Brown's workshops and presentations have enlightened and entertained more than one million people over two decades, and he has been the recipient of over 300 awards and honors, he still considers his greatest accomplishment to be his family. Dr. Brown is the happily married husband to Marla and the doting father of seven children. His favorite pastime is watching Saturday morning cartoons with his children (two college graduates, a college sophomore, a college junior, a second year Master's in Public Health student, one high school student, one middle school student, and one elementary school student).

### Conference Rates and Information

Special Early Bird Rates! Good through Sunday, November 8th.

Regular conference rates after November 9th.

Pre-Conference, December 2nd: \$50 per person (early bird rate), includes lunch, and morning and afternoon refreshments. (Regular rate \$75)

Building the Heart of Successful Schools Conference, December 3rd and 4th: \$125 per person (early bird rate), includes all meals served during conference time. (Regular rate \$150)

Registrants who attend both may register at the Early Bird discounted rate of \$150 per person. (Regular rate: \$200)

**One graduate credit is available through Viterbo for a cost of \$200.** Credit requires attendance and a post-conference assignment due two weeks after the conference. More information and registration for credit will be available at the conference. Please be prepared to make payment at the time of the graduate course registration.

Scholarships that cover full registration are available for regular conference attendance, based on need and application criteria to registrants from Wisconsin public schools. The scholarship form can be found at: [http://ssp.wdpe.wi.gov/ssp\\_buildingheart](http://ssp.wdpe.wi.gov/ssp_buildingheart).

Registration is located at: [http://ssp.wdpe.wi.gov/ssp\\_buildingheart](http://ssp.wdpe.wi.gov/ssp_buildingheart).

### Hotel Information

A block of rooms at a special conference rate of \$82 is being held at the Kalahari Resort and Convention Center until Sunday, November 1, 2015. To reserve a room under this block call 1-877-253-5466 and mention the "DPI Building the Heart of Successful Schools Room Block."

See you in December!

*Special thanks to WHPE for sponsoring Health Track*

